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Abstract

In the summer of 1961 migrant children took part in an experimental education program held in Manitowoc County, Wisconsin. The unique factor in this program was the utilization of local school children as catalytic agents in the classrooms. The migrant children were given 2 four-week programs which ran concurrently with the general 8-week summer school. A general evaluation indicates the success of the program and provides information concerning costs and attendance. An appendix indicates the efforts made by a local school during the regular school year to meet the needs of the migrant children. A related document is ED 002 662. (DK)

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EDUCATION ON THE MOVE



PART II

Report of a 1961 Demonstration Summer School for Migrant Children in Manitowoc County, Wisconsin



RC003842

GOVERNOR'S COMMISSION ON HUMAN RIGHTS
State Capitol
Madison, Wisconsin

ED033814

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EDUCATION ON THE MOVE

PART II

Report of a 1961 Demonstration Summer School for Migrant Children in Manitowoc County, Wisconsin

Sponsored by
The Manitowoc County Migrant Committee
at the request of
The Governor's Committee on Migratory Labor
The Governor's Commission on Human Rights

INTRODUCTION

Manitowoc County deserves great credit for serving as the site for experimental migrant summer schools in 1960 and 1961, sponsored jointly by the Governor's Commission on Human Rights and the Governor's Committee on Migratory Labor under the auspices of the Manitowoc County Migrant Committee. The ideas behind this project and the story of the 1960 summer school were reported in a booklet, published by the Governor's Commission on Human Rights, entitled "Education on the Move—Report of a 1960 Demonstration Summer School for Migrant Children in Manitowoc County, Wisconsin."

This present 1961 report briefly describes the second year of the project which differed from the first year in three respects:

- 1) The 1961 school consisted of two four-week sessions for two groups of migrant children arriving in the county at different times, as compared with one four-week session in 1960.
- 2) Resident children attended classes with the migrant children in 1961.
- 3) The 1961 School did not enroll children with less than one year of school experience.

These changes in arrangement were made to test and develop a suitable school situation in case summer schools became a part of the state's public education program. Such a plan anticipated that the growing interest in summer school opportunities and the legislative expression of the state's responsibility in 1959 for migrant education through Joint Resolution 111S would result in 1961 in the passage of a law authorizing state aids to local school districts conducting summer schools.

Bill 48-A, authorizing such aids, was introduced by the Legislative Council early in the 1961 session. It received strong support from educational and human rights agencies, religious and civic groups, and most employer and labor groups. It was passed and became Chapter 572 of the Laws of Wisconsin in August, 1962.

Through this enabling legislation, Wisconsin has taken a big step in the direction of increased educational opportunities for migrant chil-

dren. This is not to imply that one state alone can adequately remedy the serious problem of educational retardation among migrant children. However, such a step is a necessary challenge and encouragement to both the local school districts and to the federal government to take appropriate action in the over-all coordinated effort required for "education on the move."

It is the firm conviction of the Governor's Commission on Human Rights and the Governor's Committee on Migratory Labor, after 15 years of experience in this field, that the migrant parent and the migrant children have both the interest and the potential to derive the full benefit of every educational opportunity within their often limited economic means. This conviction is shared by all those who have observed or worked with migrant schools throughout the country. Granted that perhaps no educational program can be devised to provide a "normal" educational experience for a moving population, even such limited programs as are now in existence have proved over and over their value for reducing educational retardation and for helping increased participation in the main stream of American life.

The Governor's Commission on Human Rights publishes this report, prepared by the Manitowoc County Superintendent of Schools and the teacher of the 1961 summer school, in the hope that school and community leaders will find it a source of encouragement and of specific suggestions for setting up and conducting similar summer schools.

In addition, tribute must be paid to the many local school boards, administrators, and teachers in Wisconsin who are already reaching out to include migrant children still in the state when the regular fall school term begins. For a case in point, note the Appendix. In this Picture Appendix, the Manitowoc County Superintendent of Schools briefly tells of the special arrangements made by one local district to accommodate migrant children in such an emergency situation. It is our hope that continuing cooperation among federal, state, and local agencies will result in long-term planning to provide necessary educational opportunities on a firm basis.

Dr. G. Aubrey Young, Chairman
Governor's Commission on Human Rights

FOREWORD

Nineteen-hundred and sixty-one marked the second year during which a program of instruction for migrant children was provided during a summer school session in Manitowoc County. Again sponsored by the Manitowoc County Migrant Committee, it was initiated largely at the request of the Governor's Commission on Human Rights and the Governor's Committee on Migratory Labor.

Many other groups expressed a particular interest in the project and cooperated with it in a variety of ways. The University of Wisconsin used the school in connection with an on-going research project conducted with a financial grant from the federal Department of Health, Education, and Welfare to determine the type of school and educational program best suited to the needs of migrant children.

The financial arrangements and costs of operating the school are shown on page 16 of this report.

The Committee immediately responsible for getting the summer school into operation included Mrs. Lucien Newberry and Mrs. Alvin Kliment of the Manitowoc County Migrant Committee and Mr. Walter O'Connell and Armond Kueter of the Manitowoc County Superintendent of Schools Office.

Assisting the Committee with significant contributions toward the success of the program were: Mrs. Ruth Braun, Manitowoc County Home Agent; Lake-to-Lake Dairy Cooperative, which furnished milk for the children without charge; Harry Wedertz, President of the Lakeside Canning Company; Lakeshore Canning Company; Rapids Bus Line; R. J. Rensink, 4-H County Agent; Manitowoc Public Library; Manitowoc County Nurses Office; and the Handicapped Children's Education Board, which made the building available to the Committee as in 1960.

Special recognition for the success of this program is due Mr. Richard Vaughan who was employed as the teacher and whose dedicated service to this project was a stimulus to all those involved.

Richard Vaughan, Teacher

Armond Kueter, County Superintendent of Schools

THE REPORT

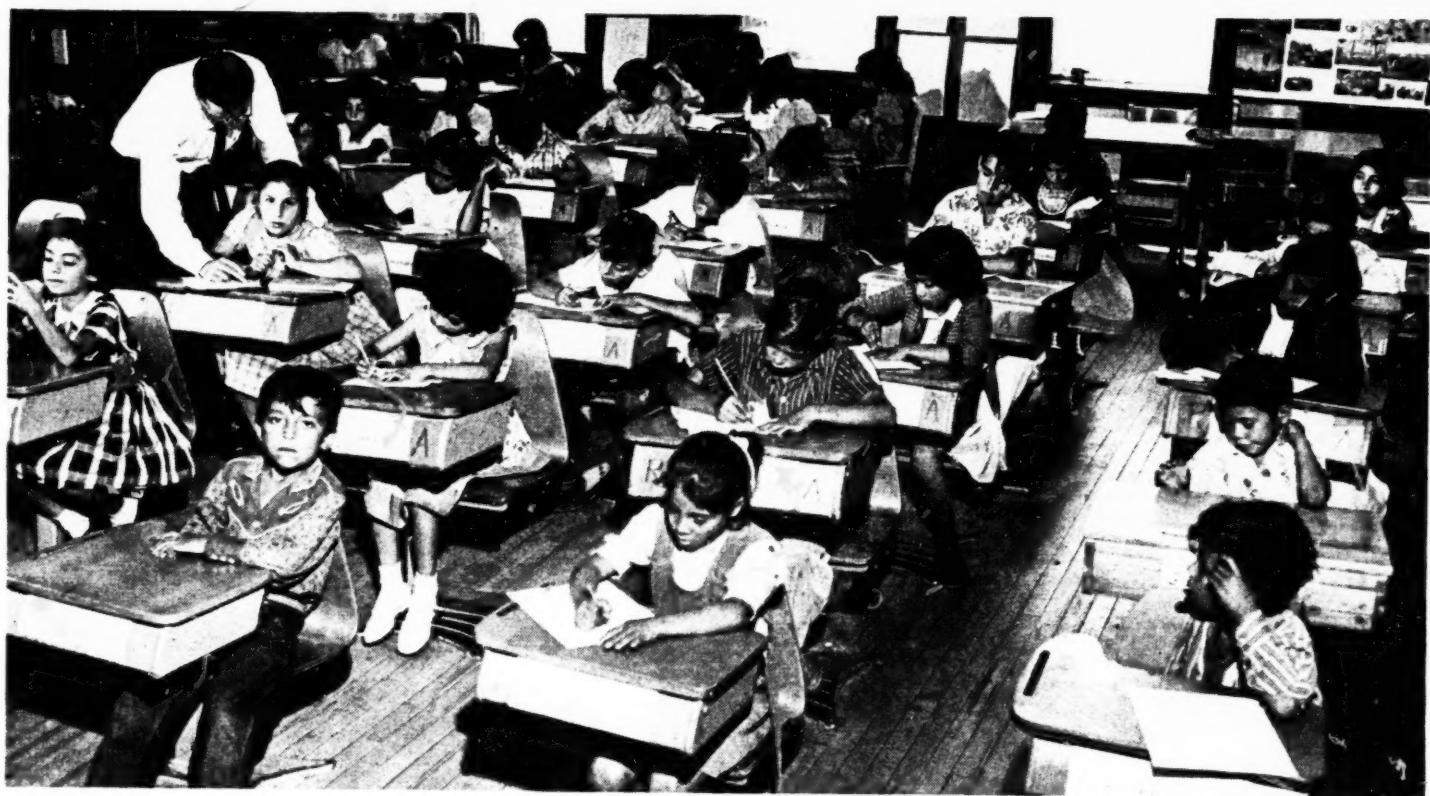
This report will describe briefly the highlights of planning and conducting a program of instruction for migrant children with some special attention to unique problems and values such an arrangement presents. It also illustrates the physical setting, some of the forms and records used, and the cost of operating the school. A few evaluations are made in conclusion.

Planning the Curriculum

On June 12, 1961, we took the first step in setting up a program of instruction. We visited two migrant camps to take a census and enroll the migrant children interested in attending this summer school. The two camps were located at Tisch Mills and Francis Creek. After talking with the camp leaders at each camp, we recruited 22 children from the Tisch Mills camp and 10 children from the Francis Creek camp, all eager and anxious to attend the school. Only two of the 32 enrollees had previously attended the 1960 demonstration school held in Manitowoc County, Wisconsin.

Because we wanted to open an integrated school, our next step was to enlist resident children who were interested in attending the school. Six rural children, who had been attending a full-term educational program, were chosen. These six children were not necessarily in need of extra instruction. They were chosen to help stimulate the classwork and to provide a situation where both local and migrant children could learn with each other.

We found that the children ranged from ages 6 to 13. Most of them were between the ages of 8 to 11. No child was enrolled unless he had had at least one year of schooling. Therefore, we knew that we need not necessarily include any readiness program for the children. We learned in the 1960 session that pre-reading-readiness children require a disproportionate share of the teacher's time.



Teacher Richard Vaughan answers a question for one of the six resident children who took the opportunity offered by the 1961 Manitowoc Summer School to learn about the larger world from the migrant children.

The following is the program which was formulated to best meet the needs of the 38 children enrolled:

Migrant School Schedule

9:00- 9:10—Teacher-pupil planning for the day
 9:10-10:25—Reading development (all groups)
 10:25-10:45—Milk break—recess
 10:45-11:50—Arithmetic block (all groups)
 11:50-12:00—Getting ready for lunch
 12:00-12:45—Lunch
 12:45- 1:45—Language, spelling, and writing skills
 1:45- 2:15—Physical education
 2:15- 3:15—Social studies
 3:15- 3:30—Music and art
 3:30 —Dismissal

Meeting the Children

On June 15, 1961, the Manitowoc Rapids School building was opened for the first day of an eight-week summer school session. The morning hours were spent largely to familiarize the children with their new teacher, school, and facilities. In the afternoon, the children were given the Metropolitan Test of Achievement. The tests were given to only those children who had at least two years of school attendance to date. The following are the elementary test results:

MIGRANT GROUP I (6/15/61)

Name	Age	Sch. Exp.	Grade Placement				Avg. Ach.
			Read.	Arith.	Lang.	Spell.	
Cano, Esmeralda	6	1					
Carr, Elvia	9	1					
Carr, Esquel	9	2	2.6	2.9		2.2	2.3
Castila, Abram	9	3	2.5	2.4		2.3	2.2
Castila, Maria	7	1					
Castila, Rodolfo	7	1					
Chirinos, Jose	7	1					
Chirinos, Maria	11	3	1.9	2.8		1.1	1.9

Name	Age	Sch. Exp.	Grade Placement				Avg. Ach.
			Read.	Arith.	Lang.	Spell.	
Chirinos, Marina.....	13	6	3.9	4.9	5.0	6.0	4.5
Chirinos, Rosa.....	9	2	2.3	2.8		1.0	1.9
Flores, Jose.....	11	6	7.9	6.0	7.9	7.9	6.9
Garcia, James.....	7	1					
Garcia, Juan.....	8	1					
Garcia, Lidia.....	12	4	2.7	3.8	4.7	3.1	3.3
Garcia, Oscar.....	9	3	2.2	3.6		2.5	2.5
Garcia, Roberto.....	10	3	1.7	2.4		1.9	1.9
Gonzalez, Emma.....	9	2	1.7	1.1		0	1.2
Gonzalez, Jesus.....	11	2	2.0	3.8		1.8	2.7
Hernandez, Elvira.....	9	2	2.2	2.2		0	1.6
Hernandez, Elida.....	11	3	1.8	2.0		0	1.4
Marroquin, Fedelia.....	8	2	2.7	2.6		3.0	2.9
Ramos, Gloria.....	8	1					
Ramos, Jesusa.....	11	2	2.6	3.4		2.3	2.5
Ramos, Jose.....	9	1					
Segovia, Carolina.....	12	4	3.0	5.6	4.1	5.1	4.1
Segovia, Yolanda.....	9	3	2.2	3.2		2.6	2.5
Soliz, Maria.....	8	2	1.7	3.8		2.7	2.4
Soliz, Primitivo.....	11	5	3.6	4.6	4.4	3.8	4.0
Tanguma, Teodoro.....	10	3	2.8	3.3		4.7	3.4
Urbino, Maria.....	8	1					
Urbino, Roberto.....	10	2	2.4	2.9		1.9	2.2

This first group of migrant children came from the Francis Creek and Tisch Mills camps. The parents of these children, who worked in the beet fields of Manitowoc County, showed a genuine desire to give their children every educational opportunity. This migrant group remained in Manitowoc County from June 10 until July 14 when they departed for Sturgeon Bay to work in the cherry orchards.

By July 14, we were taking the census of the second group of children. We visited the Lakeshore and Kingsbridge camps using the same enrollment procedures as for the first group. Twelve children from each of the two camps were ready to enter school on July 17. The migrant parents of these new children worked in the canning factories at Manitowoc and Cleveland, Wisconsin. The employers of these migrant workers, namely the Lakeside and Lakeshore Canning companies, have made special efforts to promote better living conditions for migrant workers.

Thus, on July 17, 24 new migrant children joined the resident children who had attended with the first group to begin their four-week summer school. They were immediately given the achievement tests. Most of these children were also between the ages of 8 and 11. Four of them were unable to speak or understand English. We grouped the children according to their achievement indicated by test results shown below:

MIGRANT GROUP II (7/25/61)

Name	Age	Sch. Exp.	Grade Placement				Avg. Ach.
			Read.	Arith.	Lang.	Spell.	
Cortez, Juan	10						
Cortez, Molesia	11						
Barboza, Noelia	13	3					
DeLaRosa, Belinda	8	1					
DeLaRosa, Roland	9	3	1.7	2.8		2.3	2.4
Caudillo, Belin	7	1					
Gallegos, Sylvia	8	2	1.6	1.3		1.0	1.3
Herrera, Armando	9	3	2.0	3.0	2.1	1.6	2.2
Herrera, Laura	7	2	1.8	2.4	1.3	1.3	1.8
Lopez, Maria	7	1					
Martinez, Diana	8	2	1.9	1.8		1.1	1.6
Martinez, Gloria	6	1					
Medina, Maria	8	2	1.9	2.3		2.7	2.3
Mena, Carmen	10	3	2.5	2.6		1.6	3.1
Mena, Izabel	12	5	3.2	3.5	4.2	4.7	3.9
Mena, Roque	7	1					
Mendoza, Richard	9	2	1.9	2.4		0	1.4
Molina, Jelia	9	3	1.9	2.0		2.1	2.0
Molina, Julian	7	1					
Rodriguez, Juanita	6	1	1.8	1.3		1.7	1.6
Rodriguez, Norma	8	1					
Ruiz, Elena	7	1	1.3	1.1		0	1.2
Ruiz, Manuel	10	3	4.0	3.9	4.7	6.0	4.7
Ruiz, Susana	8	1	2.1	2.0		1.4	1.8

Attendance

Attendance at the summer school was completely voluntary. Only one migrant camp failed to send children regularly. Reasons given by the children for not coming to school were usually that they overslept or that they had to stay home to help care for younger brothers or sisters. The attendance report for both groups was as follows:

Name	Present	Absent	Camp
Cano, Esmeraldo	13	7	Francis Creek
Carr, Elvia	11	9	Tisch Mills
Carr, Esequel	15	5	Tisch Mills
Castilla, Abram	15	5	Tisch Mills
Castilla, Mario	9	1	Tisch Mills
Castilla, Rodolfo	9	0	Tisch Mills
Chirinos, Jose	1	19	Tisch Mills
Chirinos, Maria	10	10	Tisch Mills
Chirinos, Marina	19	1	Tisch Mills
Chirinos, Rosa	19	1	Tisch Mills
Flores, Jose	17	3	Tisch Mills
Garcia, James	15	3	Francis Creek
Garcia, Juan	16	4	Francis Creek
Garcia, Lidia	17	3	Francis Creek
Garcia, Oscar	19	1	Francis Creek
Garcia, Roberto	16	4	Francis Creek
Gonzalz, Emma	16	4	Tisch Mills
Gonzalz, Jesus	17	3	Tisch Mills
Hernandez, Elida	15	5	Tisch Mills
Hernandez, Elvira	13	7	Tisch Mills
Marroquin, Fedelia	19	1	Francis Creek
Ramos, Gloria	16	4	Tisch Mills
Ramos, Jesusa	8½	11½	Tisch Mills
Ramos, Jose	16	4	Tisch Mills
Segovia, Yolanda	18	2	Francis Creek
Segovia, Carolina	11	9	Francis Creek
Soliz, Maria	17	2	Tisch Mills
Soliz, Primitivo	18	1	Tisch Mills
Tanguma, Teodoro	14	6	Francis Creek
Urbino, Maria	17	3	Tisch Mills
Urbino, Roberto	20	0	Tisch Mills
Blahnik, Carolyn	27	2	Local
Blahnik, Emil	27	2	Local
Koenig, Yvonne	3	0	Local
Steffen, Susan	28	1	Local
Steffen, James	12	2	Local
Christel, Diane	3	0	Local
Levandoski, Nancy	2	8	Local
Gonzalz, Guadalupe	4	11	Tisch Mills
Cortez, Juan	6	14	Lakeshore
Cortez, Molesia	3	5	Lakeshore
DeLaRosa, Belinda	19	1	Kingsbridge
DeLaRosa, Roland	15	2	Kingsbridge
Galeo, Belin	5	15	Lakeshore
Galligas, Sylvia	20	0	Kingsbridge
Herrera, Armando	20	0	Kingsbridge
Herrera, Laura	20	0	Kingsbridge
Lopez, Maria	6	14	Lakeshore
Lorgidez, Juanita	6	14	Lakeshore

Name	Present	Absent	Camp
Martinez, Diana	20	0	Kingsbridge
Martinez, Gloria	18	0	Kingsbridge
Medina, Maria	20	0	Kingsbridge
Mena, Carmen	19	0	Kingsbridge
Mena, Isabel	19	0	Kingsbridge
Mena, Roque	19	0	Kingsbridge
Mendoza, Richard	19	1	Kingsbridge
Molina, Jelja	1	19	Lakeshore
Molina, Julian	1	19	Lakeshore
Barboza, Noelia	5	15	Lakeshore
Rodriguez, Norma	6	14	Lakeshore
Ruiz, Elena	6	14	Lakeshore
Ruiz, Manuel	6	14	Lakeshore
Ruiz, Susana	6	14	Lakeshore

A Day at School

The regular school day began with the Pledge of Allegiance to the Flag. Almost every child except the very young knew the Pledge by memory.

Following the Pledge, the teacher and pupils discussed the events that would take place during the day. It usually took the migrant children several minutes to settle down and prepare for their reading classes.

The first group in reading, called the advanced group, consisted of one migrant child and three local children. Their textbook was on the sixth grade level. The second reading group consisted of three local children and several migrant children. Their text was on the fourth grade level. The third group consisted of migrant children working on the second grade level. A special reading group was started for four children in the second session of the school who could neither speak nor understand English. Because they were older children, they easily learned the vocabulary of the pre-primer texts. They learned to read by the use of pictures, actions, flash cards, board drill, and with the help of student interpreters wherever necessary.

Grouping in reading for the younger children was done through careful observation of their skills. Generally, the younger children were placed either in the first primer or in the first pre-primer texts.

Of the total enrollment of 63 children throughout the summer, four of the children were in need of a reading readiness program. The local children, who regularly attend a full school term, were comparatively far advanced in all areas of reading development.

The greatest need of the migrant children is in the field of reading. They need help in developing reading comprehension skills. Many of the reading words which they learn are soon forgotten. The younger children need help in the development of phonetic analysis skills.



From left to right, Herbert Lindsey and Dr. Thomas Walton of The University of Wisconsin Cooperative Educational and Research Services, visited the school in connection with their work on a federal-state research project to determine an effective educational program for migrant children. They are shown observing resident and migrant children working together at a reading table with Walter O'Connell, Supervising Teacher for the County Superintendent of Schools; and Richard Vaughan, the teacher (far right).

The children looked forward to the milk break in the morning. Few of the children liked white milk, but preferred chocolate milk. Only one or two of the migrant children refused to drink any milk at all.

Following the milk break, most of the children went outside to play on the playground equipment. The migrant children liked the merry-go-round, especially. The local and migrant children played well together. Interested children from the outside community were welcomed and loved to share rides on their bicycles and ponies with the migrant children and enjoyed pushing the migrant children on the swings and crossbar.

The last class of the morning was arithmetic. Instruction in arithmetic stressed the fundamental skills of adding, subtracting, multiplying, and dividing and did not include time and money concepts, metric measure, or weight tables.

The abacus, pictures, dominos, sticks, and blocks were some of the items we used to teach the younger children. The middle arithmetic group concentrated on learning the skills of carrying and borrowing. The advanced arithmetic group spent most of its time on adding, subtracting, multiplying, and dividing fractions.

The special group of migrants who spoke no English had little trouble working in arithmetic.

Our policy was to give all groups an opportunity as often as possible to work together at any of the four tables in the classroom where the children worked quietly together and helped each other. Local children were seated so as to be able to help migrant students. This released the teacher to work closely with the younger children who remained at their assigned seats.

The migrant children did not question their placement in a specific group. They seemed to care little about the grades placed on their papers. Nor did they seem concerned about getting a final report card. However, when a large chart was placed in front of the room with their names followed by a colored star for work well done, they did homework, worked during recess, read extra library books, and clamored to be teacher's helper.

All of the children brought their dinner to school. Most lunches included tortillas which they willingly shared with each other. The children in the first session always seemed to have money to spend for soda and candy at the neighboring store during the noon-hour.

The schedule after lunch called for practicing language, spelling, and writing skills. The younger children concentrated on manuscript printing. The middle and largest group, all migrants, worked in a second grade spelling book. This group made much progress by working with slow and patient help. The advanced spelling group worked in the third to seventh grade spelling books. They worked independently at tables in the rear of the room and helped each other with sentence writing, dictionary work, workbook exercises, and testing.

At 1:45 p.m., the children went outside to take part in the physical education program. They were divided into an upper, older group; and a lower, younger group. The upper group usually played team games and liked especially baseball, basketball, kick-baseball, soccer, dodge ball, spud, exercises, and leg races. The lower group preferred beanbag, basketball, pom-pom pullaway, and cowboys and Indians.

The migrant children showed a keen sense of competition between boys and girls. The migrant girls always chose one of the local girls as their captain. Migrant and resident girls showed equal competence in most of the games played.

After physical education, the children returned to the classroom for their social studies. This class was broken down into two large groups. The younger group studied a unit on "Farm and Zoo Animals." Their activities were wide and varied. They cut out, pasted, colored, traced, and wrote out assignments. They also made posters, pictures, and bulletin boards and constructed a model farm. Emphasis was on the features, food, home, and use of each animal studied with the aid of many animal filmstrips shown to this young group in the movie room.

The older children enthusiastically studied a unit on Wisconsin. Filmstrips were used effectively in this study which included the early history, people, industries, government, cities, counties, land features, and vacation spots of Wisconsin. A text and reference shelf also were available for their use. Their activities were also wide and varied to take

care of the differing abilities of the individual children. They cut out and traced pictures, made maps, posters, charts, tables, picture-stories, reports, bulletin boards, and many other things. Some gave oral reports and movie narrations.

The most difficult activities for the children were writing original thoughts on paper, analyzing what they had read, and finding answers to textbook questions.

Most art work done by the children was correlated with the activities of the reading and social studies classes.

The children liked their music class very much. Migrant children in the first session loved to sing songs in Spanish. They seemed very anxious to learn songs in English. New songs which were taught to the group were "Ole Texas," "Cindy," "Children's Marching Song," "Hokey Pokey," "Row Your Boat," "Are You Sleeping?," "Old Canada," and "Tingo Layo."

Migrant children liked to skip, hop, and dance to records in the music room. Several migrant girls knew how to rock-'n-roll. By the end of the summer, many migrant boys and girls could do the two-step to records. Migrant boys were not shy to dance and skip with girls. Migrant girls were often heard singing in Spanish as they rode the merry-go-round.

At dismissal, the children gathered up their books, chose a library book, said good-by to their teacher, and went outdoors. They played on the playground equipment until it was time to leave.

Observations and Conclusion

The children enrolled in both sessions were transported to the school at Manitowoc Rapids daily. A school bus was hired to bring the children in for the first session and several volunteer cars and station wagons provided the transportation of the children during the second session.

No attempt was made to test these children toward the end of their school sessions this summer as had been done in 1960. The validity of the results of such testing program seem highly questionable in view of the short instructional period. However, considerable academic achievement was very obviously realized by each group of migrants enrolled.

The teacher kept a diary throughout the eight-week summer school, which included day-to-day observations and reactions. The following is a summary of the observations and reactions of the teacher.

The underlying reason why the migrant parents were so eager to send their children to this special school seemed to be a strong desire to have them keep up with the general progress made by all children.

The children quickly accepted each other and developed lasting friendships. The teacher later received several letters from migrant children, which included special greetings to their local schoolmates.

The following are several general observations which may be tested as guidelines by teachers working with children in similar schools in the future.

The migrant child is usually warmhearted and outgoing. He makes friends easily and is charitable toward his friends.

Related to these qualities is a tendency toward spontaneity and less inhibition in openly expressing emotions. For example, when confused or frustrated, the migrant child frequently sought help immediately.

Patience and love are helpful attitudes for a teacher working with migrant children to avoid a misunderstanding of the deeper feelings behind emotional expressions.

If the teacher can utilize and guide the abounding energies of the migrant child toward desired goals, the rewards will be gratifying.

1961 SUMMER SCHOOL ACCOUNT

Balance: November 1, 1960 ----- \$160.53

Deposits: (Contributions)

June 20—Catholic Diocese of Green Bay -----	\$100.00
June 20—Grace Congregational Church -----	30.00
July 21—Mrs. Lucien Newberry -----	15.00
July 26—The University of Wisconsin -----	400.00
Aug. 1—Wisconsin Council of Churches, Inc. -	100.00
Aug. 15—Wisconsin Council of Churches, Inc. -	50.00

\$855.53

Expenses:

July 14—Office Machines (school supplies) ----	3.50
July 14—Book & Gift Shop (work books) ----	28.76
July 14—Wm. Van De Hay (transportation) ---	133.00
July 14—Ed Naumann (janitor) -----	10.00
July 21—Richard Vaughan (teacher salary) ----	120.00
July 28—Richard Vaughan (teacher salary) ----	100.00
July 31—Elroy Strauss (transportation) -----	40.00
Aug. 4—Richard Vaughan (teacher salary) ----	100.00
Aug. 11—Richard Vaughan (teacher salary) ----	100.00
Aug. 15—Buerstatte Drugs (drugs) -----	2.76
Aug. 15—County Supt. of Schools (lost book) --	1.32
Aug. 15—Ed Naumann (janitor) -----	30.00
Aug. 15—Wm. Van De Hey (transportation) --	161.50
Aug. 15—Mrs. Emil Blahnik (transportation) --	13.00
Sept. 7—North End Drug (drugs) -----	1.38

\$845.22

Balance: September 30, 1961 ----- \$ 10.31

In addition to the expenditure of \$845.22 listed above, \$411 was paid to the teacher by the Governor's Commission on Human Rights since he was employed by the Commission director, Mrs. Rebecca C. Barton. Thus, the total cost of the eight-week summer school was \$1,256.22.

**SUMMER SCHOOL FOR MIGRANT CHILDREN
ENROLLMENT BLANK**

Pupil's Name ----- Age-----
Years of School Experience -----
Last Grade Assigned -----
Physical defects, if any -----
Parent's Name -----
Local Address -----
Employer -----
Signature of Parent: -----

REPORT OF

Name -----
who attended summer school at the Rapids School in Manitowoc,
Wisconsin, from ----- to -----

Attendance:

Days Present ----- Days Absent -----

Subjects Studied:

Reading -----	Spelling -----
Arithmetic -----	Readiness Program -----
Music -----	Physical Education -----
Art -----	Science -----
Language -----	

Child's General Performance:

Poor----- Fair----- Good-----

Teacher's Signature -----

MIGRANT CHILDREN SCHOOL RECORD

Student's Name -----
Last
First
Middle

Date of Birth -----
Year
Month
Day

Years of School Attendance to date -----

Where attended -----

Age at this time ----- Last Grade assigned -----

Father's name and local address -----

ACHIEVEMENT TEST RECORD

Name of Test	Form	Date Given	Read.	Arith.	Lang.	Spell.	S. St.	Sc.	Avg. Ach.

ATTENDANCE AND SCHOLASTIC RECORD

Teacher	Date En-rolled	Date With-drawn	Total Days in Session	Days Present	Music	Art	Read.	Arith.	S. St.	Sc.	Lang.

GENERAL REMARKS: -----

PICTURE APPENDIX

A Local School District Meets the Challenge of Migrant Education

At the time of the opening of the local schools in the fall of 1961, the Meadow Brook school district, a district operating a one-room school, found itself with 12 migrant youngsters in addition to the 22 local youngsters which were to be enrolled in the district school. Within the next few days, 10 additional migrant youngsters moved into the camp located in that school district; and these 10 children also needed to be enrolled in this one-room school.

This naturally presented something of a problem to that school district board which had hired one teacher and expected an enrollment of about 30 children. After discussing the problem, the school board members immediately accepted the fact that education needed to be provided for these additional youngsters. With whatever help our office could give them, they set to the task of hiring an additional teacher, making available a room normally used as a kitchen, finding desks and books and other equipment. Thus they accommodated nicely the additional children. This is something of a tribute to such a local school district board, since I think we are aware that not any school board would be willing to make the kind of effort needed to accommodate such migrant children. The board members involved were Karl Kappelman, Vilas White, and Norman Haelfrisch.

Walter O'Connell, the supervisor in our office, gave the teacher some much needed help in programming the migrant children. With information we had gained through our summer school, we made the kind of arrangements which properly placed these children in the instructional program.

The regular teacher, Mrs. Shirley Mecha, although at first ready to throw up her hands in despair at the task facing her, recently commented that she did not know what she would do after these migrants were gone, she would miss them so much. The additional teacher hired, Mrs. Janice Tetzlaff, found her experience with this mixed group interesting and challenging.

We have reasons to feel that the entire group of children in this situation received a full measure of education as a result of the arrangements made. We trust that the pictures which follow will convey these reasons to our readers with authority equal to our direct experience.

Armond Kueter, County Superintendent of Schools



Resident and migrant children learning with and about each other in the one-room Meadow Brook school where the normal fall term enrollment doubled with the unexpected arrival of 22 migrant children.



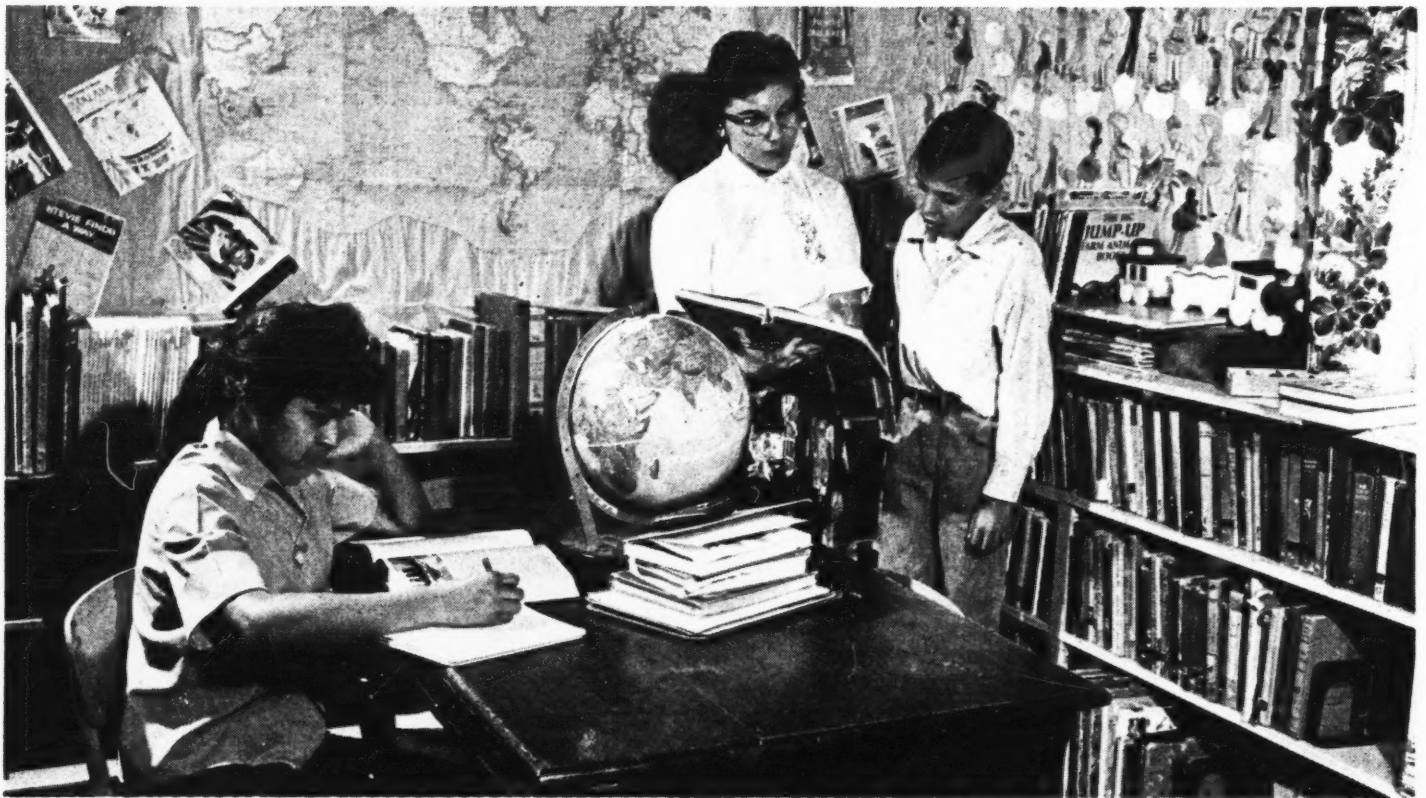
Mrs. Janice Tetzlaff, additional teacher during the sojourn of the migrant children, appropriately starts things off with "cake" in the kitchen which became the second classroom.



In the "play corner," busy little hands eagerly enter into the learning experience with curious minds.



An alert youngster momentarily foregoes the teacher's individual attention to become a part of the permanent record.



Mrs. Shirley Mecha, regular teacher at Meadow Brook School, helps migrant youngsters to use resources of the "library corner" which can make their travels a more meaningful experience.

MEMBERS OF MANITOWOC COUNTY MIGRANT COMMITTEE

Name	Organization Represented	Wisconsin Address
John Ausman	Dir., Vocational & Adult School	1400 Clark St. Manitowoc
Rev. Paul H. Blaufuss	County Ministerial Association	1509 Marshall St. Manitowoc
Wallace Nate	Wis. State Employment Service	Jay Street Manitowoc
Mrs. Joe Eggers	Manitowoc Girl Scout Council	2416 Washington St. Two Rivers
Mead Hansen	Chamber of Commerce	Wood Block Building Manitowoc
Gilbert Herrera	Migrant Labor Leader	Lakeside Packing Co. Manitowoc
Reuben Huntington	Sheriff Department	Court House, Manitowoc
Mrs. Alvin Kliment	Catholic Women's Club	1514 Menasha Ave. Manitowoc
Mrs. Harry Zahorik	Manitowoc County Deanery	Cato
Armond Kueter	County Superintendent of Schools	Court House, Manitowoc
Mrs. William Fischer	Farm Bureau Auxiliary	R. 4, Manitowoc
William Ledvina	Lakeside Packing Co. Manitowoc	Lakeside Packing Co. Manitowoc
Ann Leist	4-H Club Jr. Leaders	1030 S. 21st St.
Jane Schwake	4-H Club Jr. Leaders	R. 1, Two Rivers
Mrs. Alex Shervan	County Homemakers	Valders
Mrs. Lucien Newberry	United Church Women	2004 Columbus St. Manitowoc
Mrs. A. A. Kruschke	United Church Women	2624 Adams St. Two Rivers
Miss Betty Doelker	County Nurse	Court House
Mrs. A. F. Rank	Social Welfare Agencies	907 Wilson St. Manitowoc
Ray Sullivan	Labor Council	1635 S. 17th St. Manitowoc
Kenneth Tate	County Welfare	Court House, Manitowoc
Father LaLiberty	Manitowoc Apostolate	901 York St. Manitowoc
Roy Valitchka	Editor, Herald Times	Herald Times, Manitowoc
Louis Johannes	Cleveland Canning Co.	Cleveland
Mrs. Rebecca Barton	Director, Governor's Commission on Human Rights	State Capitol, Madison
Robert Westphal		Rahr Malting Co. Manitowoc
Thomas Reddin		806 Summit St. Manitowoc
Miss Anita Gundlach	Asst. State Leader, Home Economics Extension	212 Ag Hall, U. of Wis. Madison
Mrs. Ruth H. Braun	County Home Agent	Court House, Manitowoc
John Buchholz	County Agricultural Agent	Court House, Manitowoc
R. J. Rensink	4-H Club Agent	Court House, Manitowoc

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Jules Parmentier
Martin Cherry Orchards
Sturgeon Bay

Mathias Schimenz, Chairman
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Lake Mills

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Prairie du Chien

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